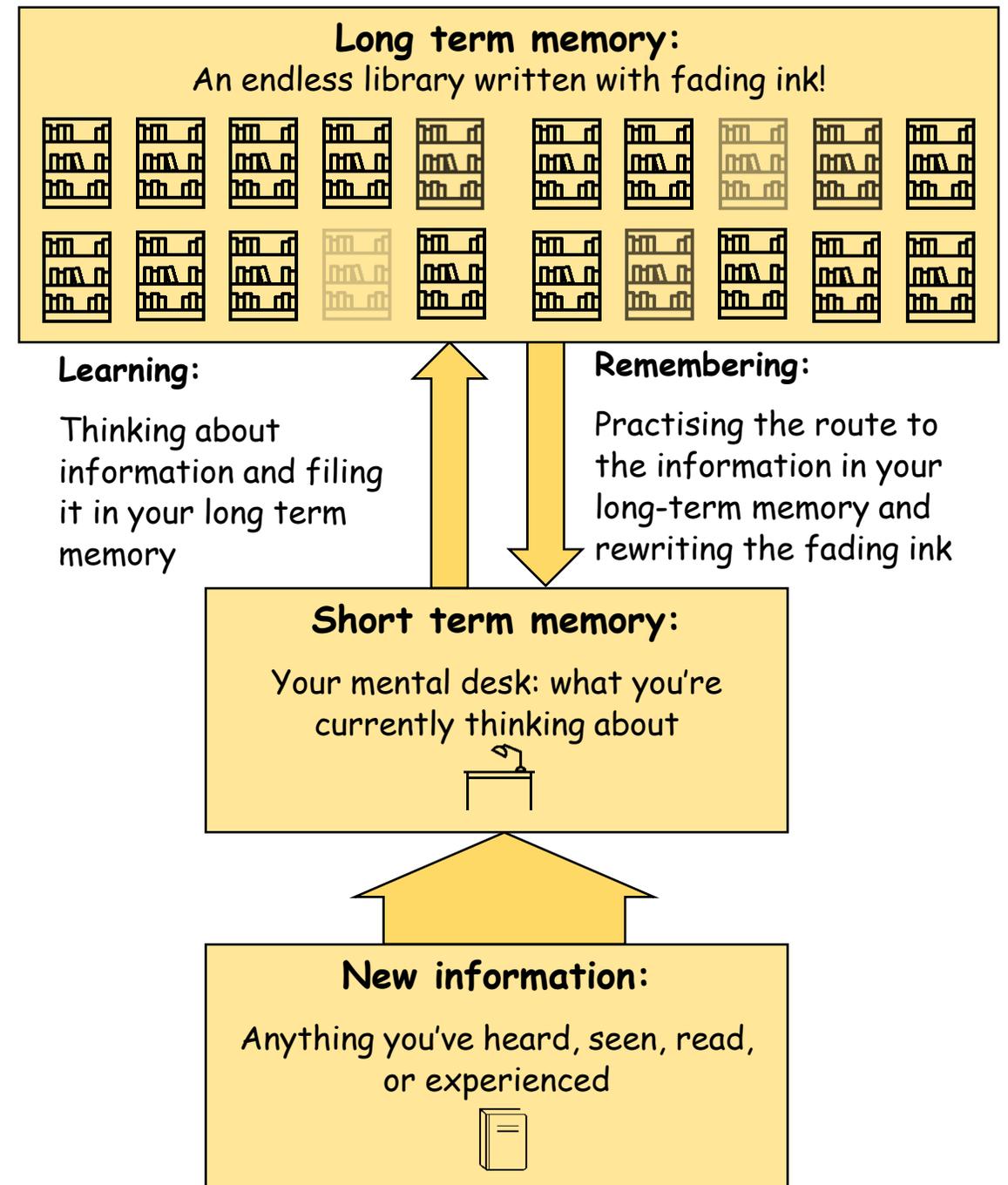




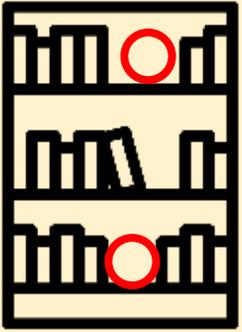
How do I revise?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

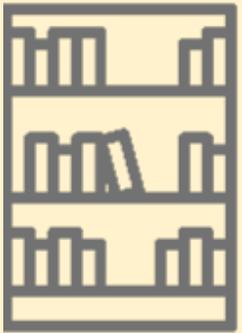
To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



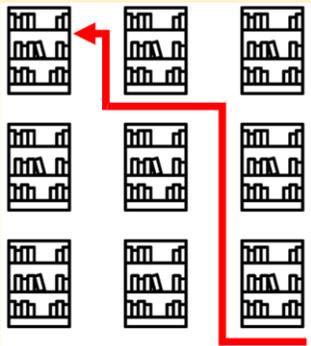
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

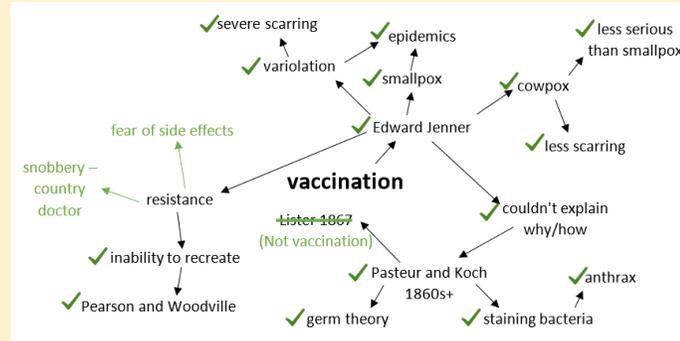
Revision strategies to try:

Use your exercise book to help create these revision resources.

Self-quizzing:

| Topic | |
|------------|----------|
| Question 1 | Answer 1 |
| Question 2 | Answer 2 |
| Question 3 | Answer 3 |
| Question 4 | Answer 4 |
| Question 5 | Answer 5 |
| Question 6 | Answer 6 |

Writing a concept map:



Watch videos:

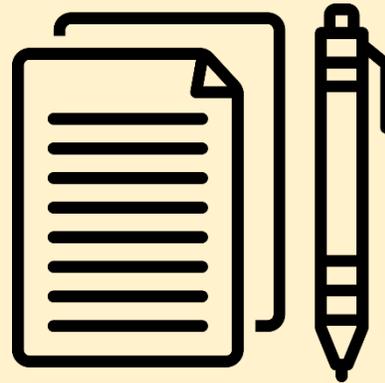


Flashcards:

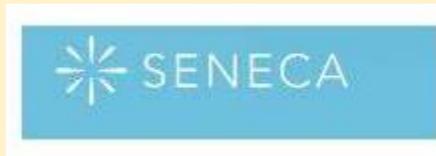
osmosis

Net movement of water from a high concentration to low concentration across a partially permeable membrane

Practising exam questions:



Online platforms:



Key Stage 3 Testing Week – English

As part of testing week you will complete a Multiple Choice Quiz and a creative writing task.

Year 8

Multiple Choice Quiz:

You will be asked to answer multiple choice questions, to show your knowledge of the topics you have studied this year.

Use your exercise book and completed homework to revise the following topics you have studied this year:

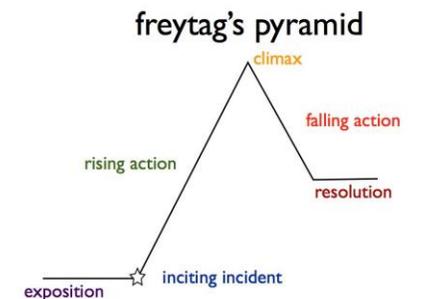
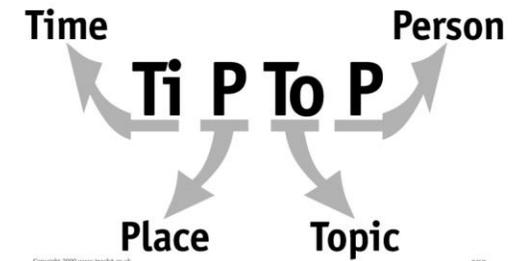
- Structural features
- Persuasive writing
- Poetic devices
- Romanticism

Creative writing:

Write a description of a Gothic setting



How to have TiPToP paragraphing skills

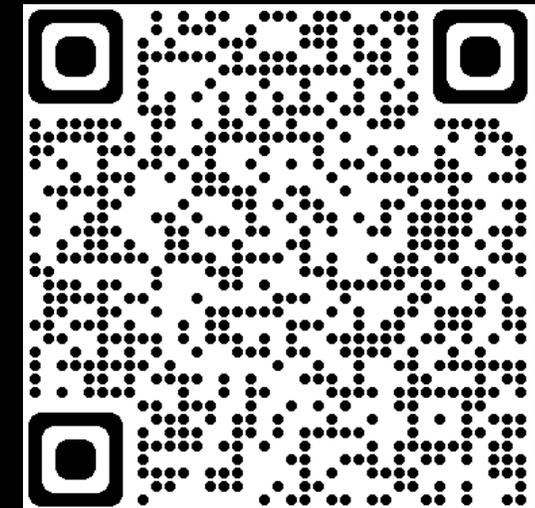


Yr 8

Maths

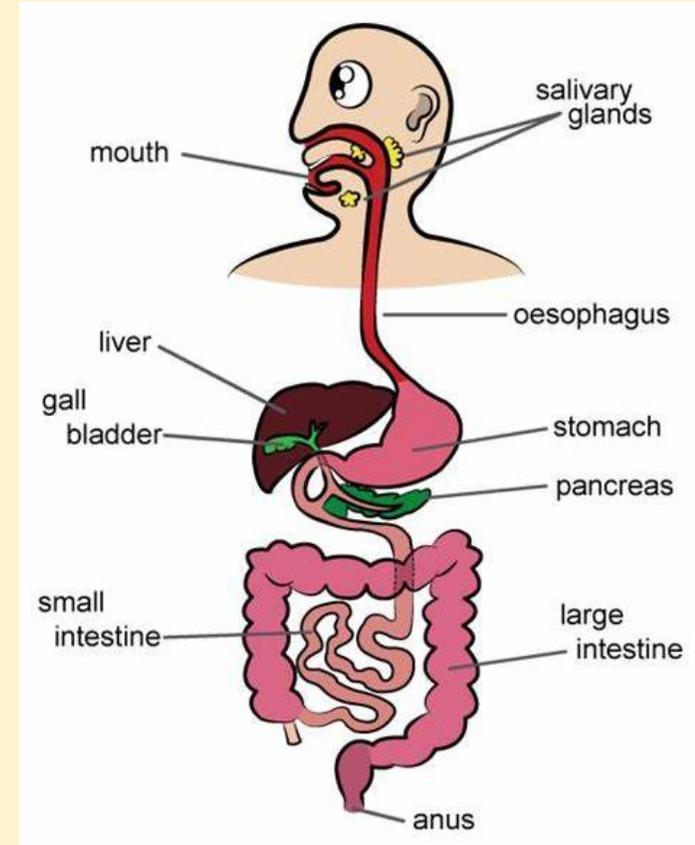
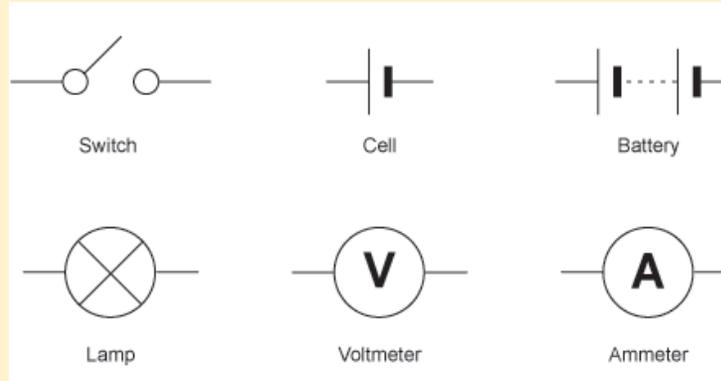


| Mathematics | | |
|---|---|---|
| <u>Year 8 Spring</u> |  |   |
| Topic | Hegarty maths | MurphysMaths |
| Averages and Range | 404, 405, 409, 410 | Click here |
| Expand single brackets | 160 | Click here |
| Linear graphs | 206 | |
| Percentage of an amount | 84-87 | |
| Area of circle | 539 | |
| Area of trapizium | 559 | |
| Angles in parallel lines | 481-483 | |
| Click for Student shared area | | |



Year 8 - Science

1. Read the question carefully
2. Annotate the question



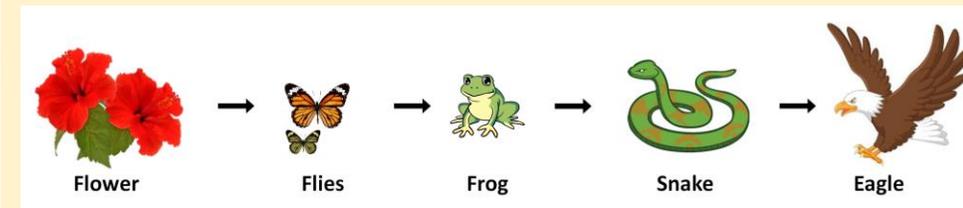
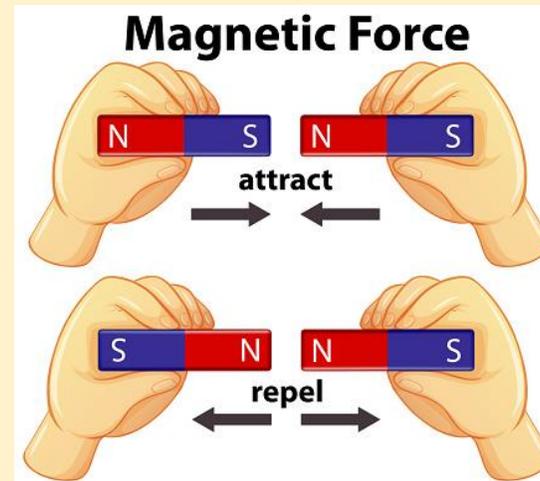
Key topics:

- Scientific equipment
- States of matter
- Food webs
- Food components and digestion
- Forces
- Electricity
- Breathing
- pH and elements
- Plant adaptations
- Magnets and electromagnets
- Chemical reactions
- Planets and space

Electromagnets

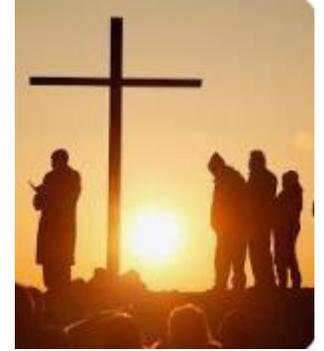
Coil of wire around an iron core
Can be made stronger by:

- Adding more coils
- Larger iron core
- Increased voltage





RE Testing Week:



What you will be asked to do:

- Complete a multiple choice test across all of these topics
- Complete a written task from a choice of options across these topics

Key Topics:

- Community
- Morality
- Care for the environment
- Agape
- Incarnation
- Stewardship
- Morality
- Rationalism
- Value of life



Where to find information:

- Your book- this should contain everything you need
- BBC Bitesize Christianity
- BBC Bitesize Humanism
- Text books- speak to Mr May for the loan of a text book if you would like further information
- Your class teacher- if you are unsure about anything speak to your teacher

| | |
|-------------------------------------|---|
| At Communicate | ... <i>respond creatively as well as offer more detailed explanations</i> for their own responses to their experiences of the concepts/words introduced. |
| At Apply | ... <i>explain examples of</i> how their responses relate to events in their own and other people's lives. |
| At Inquire and Contextualise | <p>... <i>accurately explain meanings of concepts/words</i> in the traditions encountered and studied (taught at the Inquire step).</p> <p>... <i>accurately explain</i> the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the Contextualise step).</p> <p>... <i>appreciate and begin to explain how the concepts/words may interact together</i> to influence the way people think and speak and act in the world.</p> |
| At Evaluate | <p>... <i>discern value</i> of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise <i>articulating the value</i> of their interconnections.</p> <p>... <i>discern possible value for</i> their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).</p> |

REVISION FOR YEAR 8 KEY ASSESSMENT 3

What you need to know to do well in Key Assessment 3:

AGD

| |
|---|
| Know a range of foods and drinks and recognise their gender/number |
| Say what food you like and why / Say what food you dislike and why |
| Say what you have for breakfast / lunch / dinner using the correct verb |
| Describe your diet and say what you would like change to lead a healthier life |
| Give opinions about food and say if the foods are healthy or not. |
| Use adjectives (including MUCHO) in the right form and at the right place |
| Use a variety of verbs and verb forms (for different persons) + the conditional |
| Use a variety of connectives to extend sentences |

| COMER | TO EAT | BEBER | TO DRINK |
|---------|----------------|---------|-----------------|
| Como | I eat | Bebo | I drink |
| Come | he/she/it eats | Bebe | he/she/it drink |
| Comemos | we eat | Bebemos | we drink |
| Comen | they eat | Beben | they drink |

What an ARE paragraph looks like:

AGD phrases

Hola, me llamo Laura y **pienso que** tengo una dieta sana. Soy vegetariana – como mucha fruta y también me gusta comer **una variedad de** verduras ya que es muy sano. Sin embargo, odio comer zanahorias dado que **creo que** son asquerosas. **A veces** como la comida rápida y como una hamburguesa vegetariana con mucho queso. No es sano pero creo que es delicioso. **El problema es que** mi madre come muchos caramelos y en mi opinión es muy malsano. **En el futuro, me gustaría beber más agua puesto que es importante para la salud.**

| | | |
|---|--|---|
| <p>La carne y el pescado (Meat and fish)</p> <p>La ternera – Beef El filete – Steak La langosta – Lobster El bacalao – Cod El cerdo – Pork Las costillas – Ribs La salchicha – Sausage Los nuggets de pollo – Chicken Nuggets</p> <p>Las gambas – Prawns El atún – Tuna El cordero – Lamb Las albóndigas – Meatballs El pollo – Chicken</p>  | <p>La fruta y las verduras (Fruit and vegetables)</p> <p>La pera – Pear La piña – Pineapple La ensalada – Salad La patata – Potato El puré de patatas – Mashed potato La patata asada – Roast potato La coliflor – Cauliflower El brócoli – Broccoli El aguacate – Avocado</p> <p>La Sandía – Watermelon La naranja – Orange La aceituna – Olive La manzana – Apple El té helado – Iced tea El pepino – Cucumber</p>  | <p>Bebidas (Drinks)</p> <p>El batido – Milkshake El batido de frutas – Smoothie El zumo de naranja – Orange juice El zumo de manzana – Apple juice El té – Tea El café – Coffee La bebida gaseosa – Fizzy drink El chocolate caliente – Hot chocolate</p> <p>La leche – Milk El té helado – Iced tea El agua – Water</p>  |
| <p>Other foods</p> <p>El espagueti – Spaghetti La salsa – Gravy/sauce La pizza de pepperoni – Pepperoni pizza El pastel – Pie El pudín de yorkshire – Yorkshire pudding El pan con ajo – Garlic bread Los fideos – Noodles El relleno – Stuffing Los huevos – Eggs El queso – Cheese</p> <p>Los bocadillos – Sandwiches Las hamburguesas – Burgers</p>  | <p>Menú de postres (Desserts)</p> <p>Las tortitas – Pancakes El helado – Ice cream La gelatina – Jelly La ensalada de fruta – Fruit salad El pastel de queso – Cheese cake El gofre – Waffle El yogur – Yoghurt Una magdalena – Cupcake Una galleta – Cookie/Biscuit Las palomitas – Popcorn</p>  | <p>Palabras claves (Key words)</p> <p>Deberías comer más Deberías comer menos Fibra Hidratos de carbono Azúcar</p> <p>Proteína Protein Verduras Greens</p> <p>Sal Salt Verduras Greens</p>  |

Tips to revise for your Spanish assessment:

- use the student page to look at the lessons again and revise from the power points.
- log into MEMRISE (password: Park2021) and complete the revision courses available.
- prepare flashcards with the key vocabulary and ask someone at home to test you.
- attend Spanish KS3 club on Monday after school in C10 to revise with a teacher.
- write a paragraph about your diet and send it to your teacher for feedback.

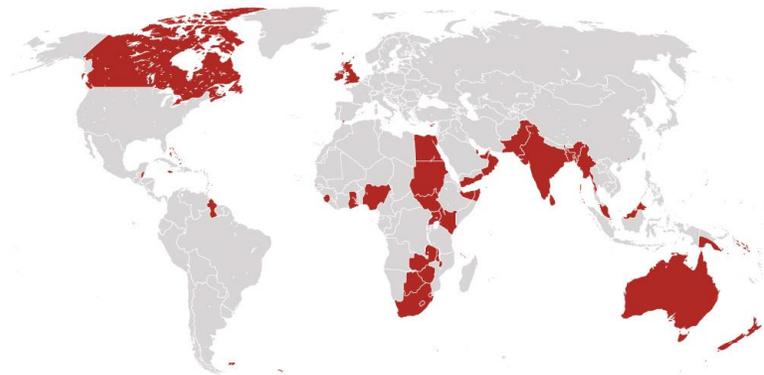
Yr 8

History Revision



Key areas to focus on:

- The British Empire
- The Transatlantic Slave trade including the Middle Passage and conditions on plantations.
- The Suffragette movement.



Geography

Key Questions:

- How do waves shape the land? Do I remember my OS map skills?
- Why is piracy an issue in Somalia and Nigeria?
- What factors hinder development in Africa?
- What biomes are found in Africa?
- How should we protect our coastlines?

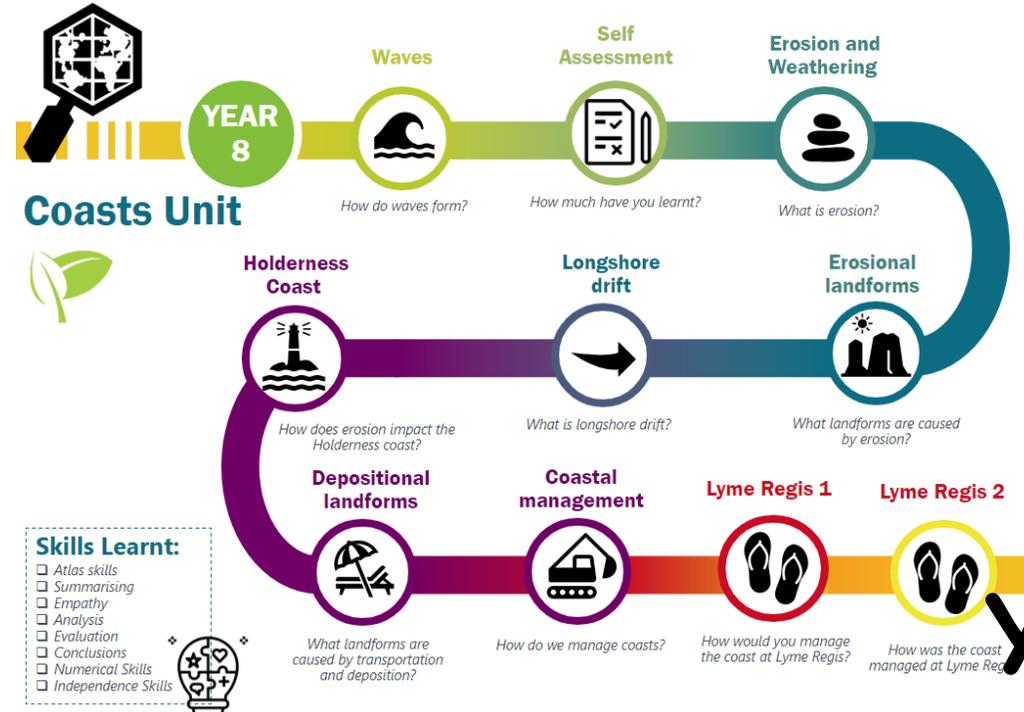
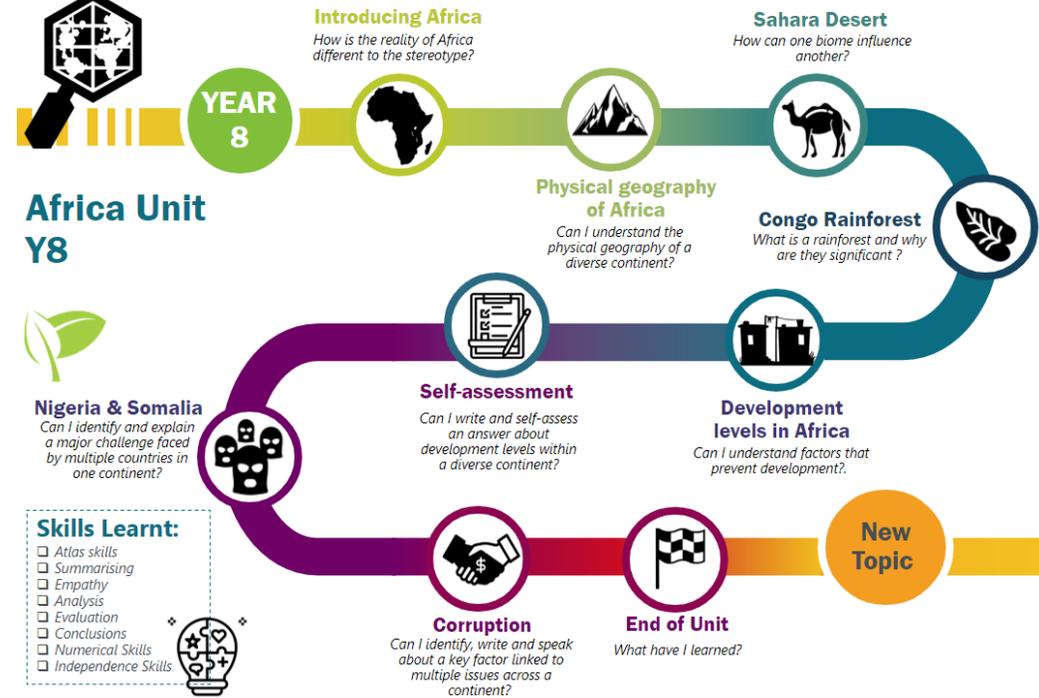


Use the student area to recap and review all our lessons

[Y8 - Africa \(sharepoint.com\)](#)



[Y8 - Coasts \(sharepoint.com\)](#)



Yr 8

History Revision

Key areas to focus on:

- The British Empire
- The Transatlantic Slave trade including the Middle Passage and conditions on plantations.
- The Suffragette movement.

PE End of Term Revision Topics



Warming up

- Stages
- Purpose
- Benefits



Short term effects of exercise (5)

- Cardiorespiratory system
- Musculoskeletal system
- What and why



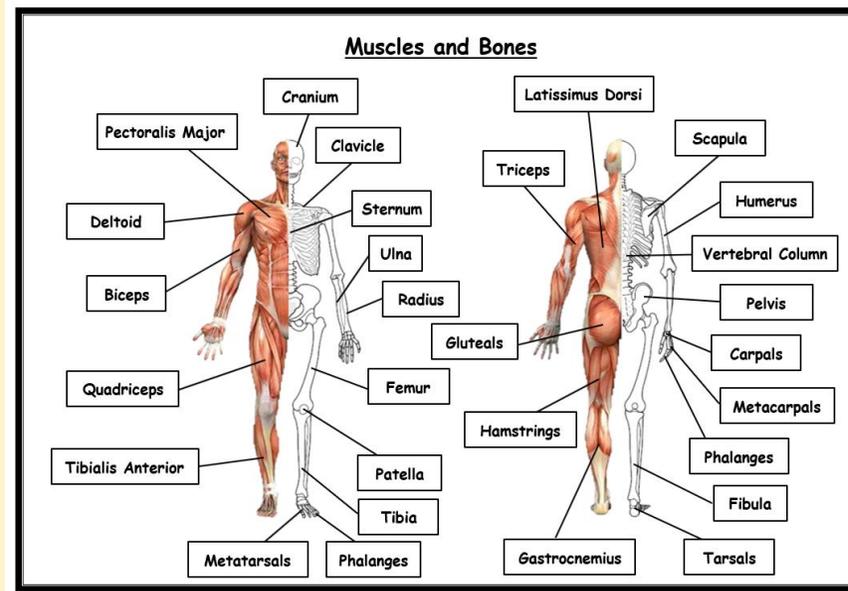
Heart rate

- Resting heart rate
- Working heart rate
- Maximum heart rate



Benefits of exercise

- Physical
- Psychological
- Social



Remember

- Read each question carefully
- Select the correct number of responses

More info at –

BBC Bitesize [Home - BBC Bitesize](#)



PE student pages



WTa = 0-30%
 WTb = 31-49%
 ARE = 50-69%
 AGD = 70-100%

Components of fitness

- Health related components
- Physical components
- Definitions and examples



Methods of training

- Type of training
- Technique / instructions
- Benefits



Athletics

- Throws/Jumps/Runs
- Technique
- Safety



Rounders

- Rules
- Safety
- Tactics and strategy



Yr 8

Revision Topics Year 8

Catering

1. Health and Hygiene in the kitchen
2. Bacteria Growth
3. Food Poisoning
4. High Risk Foods
5. Nutrition

Graphics

1. Typography
2. Drawing techniques
3. Rendering techniques
4. Industry standards
5. Visual Elements definitions

Product Design

1. Tool identification
2. Materials Identification
3. ACCESS FM
4. Environmental Design
5. Design Process

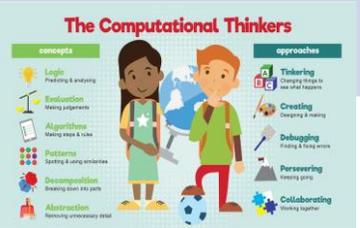
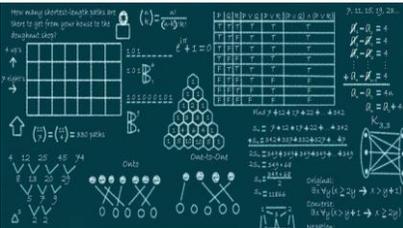


Please refer to the big pictures printed in the front of your book for more in-depth topic information

Scan here for extra resources on student portal.

Computer Science – Assessment criteria

| E-safety | Computer Systems | Designing for the web | Computer Programming | Vector graphics | Mobile Apps | Computational thinking |
|--|--|--|--|--|--|--|
| <p>You can demonstrate you understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.</p> | <p>You can understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</p> <p>You can understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits</p> | <p>You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p> <p>-You can understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting your online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns</p> | <p>You can use two programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions</p> | <p>You can undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</p> <p>You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p> | <p>You can design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</p> <p>You can understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem</p> <p>You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p> | <p>You can understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.</p> |



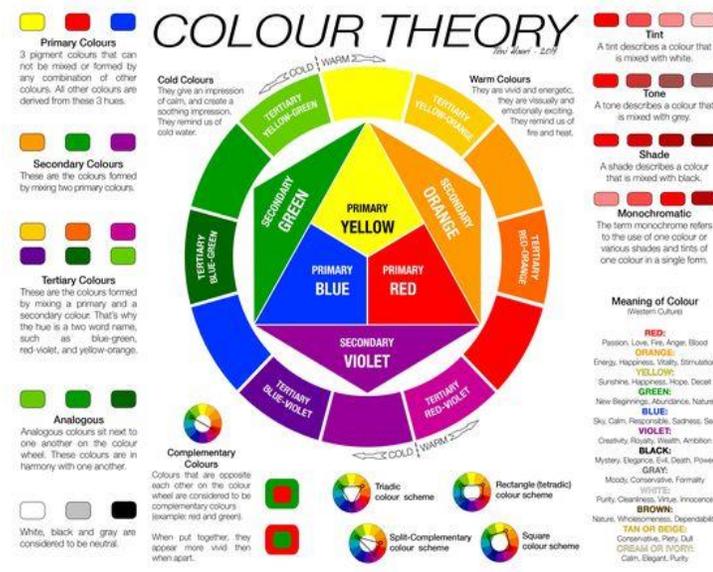
Computer Science - Content to revise

| Unit title | What you should know | Link |
|------------------------|---|--|
| Computer systems | <ul style="list-style-type: none">• How computer systems function• How the CPU, RAM and Secondary storage work together• How Boolean logic works• How combinations of logic gates create circuits used in the CPU and RAM• Recognise the difference between machine learning and artificial intelligence | Computer Systems  |
| Developing for the web | <ul style="list-style-type: none">• How to use HTML to construct web pages• How to use a range of TAGS to structure content• How to use CSS to style the appearance of content• How web crawlers and spiders' work• How search engines work and present information | Developing for the web  |
| Introduction to Python | <ul style="list-style-type: none">• How to write simple python programs• How sequence, selection and iteration work• How to use variables and constants• How to use relation operators to form logical expressions• How to use external libraries and modules | Introduction to Python  |
| Mobile Apps | <ul style="list-style-type: none">• How to decompose a complex problem• How to use event driven programming to build an effective app• How to debug code and provide solutions• How to make use of the common constructs (sequence, selection, iteration) to design a solution• How to evaluate the effectiveness of a solution | Mobile apps  |

Art

What you need to know to do well...

| | |
|---|--|
| 1 | Re cap of Scarpace unit |
| 2 | Who is My Dog Sighs? |
| 3 | Street art and the symbols/techniques associated with it |
| 4 | Greyson Perry's art |
| 5 | Who is Alan Measles? Why is he important? |



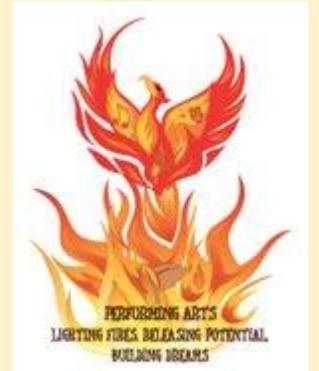
GREYSON PERRY



- Tips to revise for your Art assessment:**
- Practice colour mixing with colours to create different tones i.e. blue + red + white or black
 - Research My Dog Sighs and his work – what is his style of work called? What else has he painted?
 - Check out the elements of art here: [Elements of Art - GCSE Art and Design Revision - BBC Bitesize](#)
 - Visit Hilsea Lido to see the latest My Dog work
 - Attend an after school drop in if you are struggling with anything

Performing Arts

For each subject, please revise the listed knowledge:



Drama

Devising (Creating) Drama
Characterisation
Stage Craft
Physical Skills (Gait, Gesture)
Vocal Skills (Pitch, Tone)
Stage Directions (Implicit & Explicit)
Conventions of comedy
Slapstick, Melodrama

Music

Tonality (major/minor)
Timbre (sound quality)
Tempo (speed/pace)
Structure (verse-chorus)
Minor triads (1,b3,5)
Performance steps
Critically analysing/ listening to assessment songs

Dance

Choreographic devices
Key definitions
Basic/complex dance actions
Expressive skills
Stimulus
Motif and development
Skills and techniques
Warm up/cool down